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ABSTRACT

This document, which is intended for individuals responsible for advertising at National Home Study Council (NHSC) schools, explains how to test home study advertising. Presented first are the success stories of four NHSC schools that experienced significant enrollment increases and/or cost savings by testing their advertisements. Discussed next are the following caveats that must be considered before beginning the testing process: ensure that the market for the school's course(s) is as strong/viable as possible; select the correct medium for testing; ensure that the school's overall proposition as a school is sound and has both genuine and perceived value; and delegate responsibility for advertising (and testing) to a single individual. The NHSC's business standards regarding tuition price/terms, advertising copy, and new course ideas are outlined. The processes of determining what to test and conducting split-run testing are explained along with the following rules for conducting tests: establish controls; test more than one medium; segment the audience; use proper codes; don't cheapen the school's proposition; and allow adequate time for the test. The questions of how many mailings to test and how often to test advertisements are explored, and the process of setting up a test is illustrated. (MN)

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NHSC OCCASIONAL PAPER
NUMBER 4

by

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NHSC OCCASIONAL PAPERS are essays intended to stimulate and encourage candid exchanges of ideas between home study professionals.

Introduction

It has long been said that half the money spent annually for advertising in the U.S. is completely wasted. And the real problem is that nobody knows which half.

Whether the figure is actually half, or more or less, is irrelevant. But it is a fact that billions of dollars go out the window annually because advertising fails in its objective of attracting buyers for a product or service. Closer to home, some portion of these wasted ad dollars may well have come from your school.

If you are the typical home study school owner, manager, the person responsible for advertising, or all three of these, this paper is about your favorite "what if" exercises. I'm referring to those provocative, often tormenting questions that creep into your mind during the day and sometimes in the middle of the night. Questions like:

- How can I reduce my lead cost by 10%, 20%, 30% or more?
- How can I increase my leads without adversely affecting my conversion rate?
- What's the bottom line impact if I improve my closure rate by X%?
- If a one-sixth page ad produces X leads, what's the incremental value of a quarter page, or a half, or larger?
- Am I sending the right number of follow-ups? Too few? Too many?
- How can I offset continually rising ad, printing and postage costs?
- Are my tuition prices and monthly terms too high, too low or just right?
- What are the best and worst months for advertising and for special offers?

- How can I be absolutely sure I'm using the right ad copy and headline? How about ad size? Position in magazine? Color? Frequency? Classified vs. display? etc., etc.

Case Histories - Take Heart!

If any of these questions are a familiar part of your mental routine, you're not alone. You've had a lot of company among your NHSC colleagues over the years. Most encouraging is the fact that their frustrations have lead to many unique, yes, even exciting, advertising success stories. For example:

For years, a medium sized NHSC school had rotated six different ads on a regular basis. Through testing, they discovered their strategy was completely wrong. The school revised 12 words in the headline and subhead of one ad and increased its leads by nearly 20%! The other five ads were discontinued and the revised ad continued to run for more than three years with the same impressive results, month after month.

Another school revised the layout of one page of its follow-up and improved its closure by 9%. That one page was the enrollment application!

Recently, an NHSC school, faced with continually rising marketing costs, was able to reduce the number of its follow-up mailings from six to four without affecting the conversion rate or the quality of enrollments. The savings -- more than $65,000 annually.

A school which had its ad budget spread evenly over 12 months found it was paying a 35% premium for July and August leads over January and February. Through testing and "fine tuning" the seasonal factor, leads increased by 14% with no increase in its annual ad expenditures.

These are just a few of many success stories and the impressive results to be gained through a well conceived, planned and executed advertising testing program for your school. When I say advertising, I am referring to virtually everything you do in print or broadcast to attract new students to your school and courses. Indeed, without an

organized, enforced, permanent testing program, you are bound to remain in the ranks of those organizations that each year waste a substantial portion of their advertising dollars.

Before You Begin

It goes without saying, but I'll say it anyway, that before you even consider a testing program, you and those who play a role in your school's advertising must become total believers in, and committed to, the concepts of testing. Sounds simple enough. Yet I am well aware of some NHSC schools that do little or no testing of any kind. And there are a few whose understanding of advertising testing falls well below the amateur level.

At the other extreme, there are six or eight NHSC schools with highly sophisticated, computer-based testing methods that rival or surpass those of the best direct marketing firms in the nation. The information in this paper will likely be elementary to those schools that have perfected their testing programs over the years. Understandably, they are not always willing to share too much of an inside look at their testing efforts with you as a potential competitor. However, once you are a believer and committed to testing, it is not really all that difficult to set up your own good computer-based method of tracking advertising effectiveness.

But let's not get too far ahead of ourselves. Let's take a look at some basic caveats and how they can relate directly to your school:

1. Be absolutely sure the market for your course(s) is as strong and as viable as it can be. In other words, it is going to be difficult to appreciably improve enrollments through testing if the market just isn't there or is in a declining mode. If this is the case, you face a different set of problems that can't be solved by testing. You might be much better off to embark on an intensive program of new course development or course revisions more suited to today's market.

2. Select the "right" media for testing. True, one of the major benefits of testing is to help you make intelligent media decisions. But with literally thousands of media choices from among

magazines, newspapers, television, radio, direct mail, telephone, take-one cards, matchbooks, co-ops, etc., you need to make basic beforehand decisions on what's best for you and your budget. Good judgment -- plus your own experience -- are the best guides here. And it sure doesn't hurt to pay attention to what successful schools are doing either. For instance, a few hours spent monthly in a large library or magazine section of a bookstore will give you a good general idea of where other NHSC schools are spending their advertising dollars. If a school consistently uses a specific advertising medium, it is probably working for them.

3. Be sure your overall proposition as a school is sound and has genuine as well as perceived value. Over the years, there have been some naive entrepreneurs who believed that starting a home study school was akin to finding the lost treasure of the Sierra Madre. Their strategy was, find a book on any subject, call each chapter a lesson, reprint it as cheaply as possible with a few exams, charge an inflated tuition price and presto, you're a home study school!

   Fortunately, for NHSC schools and their millions of satisfied graduates, it has never worked quite this way. Today's accredited schools prosper through their ability to offer top quality courses that can stand the test of comparison with numerous other modes of education.

   Be extra sure your training proposition has remained sound and represents an excellent educational value for your students. As you know, NHSC has extensive publications to assist you in enhancing the quality of your courses. Buyers today are more sophisticated than ever. Give your students the value they expect and deserve.

4. If it hasn't already been done, delegate the responsibility for advertising (and testing) to a single individual, be it yourself or someone else. In small schools particularly, the marketing function sometimes becomes a part-time stepchild of anyone who has some spare time. Whoever assumes the advertising

responsibility must love it, learn it and live it as a vitally important function of your school. Today, your school's growth and prosperity, to say nothing of its survival, may be at stake.

Testing and the NHSC Business Standards

The *NHSC Business Standards* are specific and prescriptive when it comes to certain aspects of advertising such as using help wanted columns, use of the word "guarantee" and observing the minimum tuition refund policy. But the Business Standards do not preclude -- within limits -- testing or other marketing ideas. Let's summarize the Standards on this subject of testing:

- **Tuition Price and Terms**

The Standards require that the total course price must be the same for all persons at any given time. If you are testing a new tuition, all prospects who enroll during the test period must be given the same tuition.

Terms of payment can be tested and varied among different students as long as the total course price is the same for all persons at the same time.

Discount offers, tested or permanent, must be bona fide and must have a published termination date.

Announced tuition increases must be bona fide and must give the effective date of the increase.

- **Advertising Copy**

The Standards do not prevent the testing of ad copy, new offers, bonuses, various headlines, etc. However, the word "free" may not be used to describe any item or service which is regularly included in a course. It is acceptable to state: "Send for a free catalog." It is unacceptable to state, "Enroll now and get a free computer" if the computer is an integral, regular part of the course. The word "guarantee" may not be used in school advertising at any time.

- **New Course Ideas**

Running test ads for a proposed course which does not exist is in violation of the Standards. Understandably, a school will want to get a good sense of the marketability of a new course before committing development money. But there are many ways to do this aside from running test ads.

Advertising a course which does not exist is misleading advertising and is in violation of Business Standard I A 1.

Bear in mind that the Accrediting Commission is responsive to schools seeking to develop new courses and in fact allows schools to submit as little as 25% of a course in draft form for evaluation. Commission procedure allows for approval of a new course in about five to six weeks. Since it usually takes schools six months to a year to develop a course, five or six weeks for NHSC approval should not be burdensome.

Getting Through the Maze of What to Test

Stop for a moment and think about what a wonderful and unique advantage you have in depending upon advertising and direct marketing for all or some percentage of your leads. And you get an added bonus if you depend upon mail to convert those leads to quality enrollments. Why? Simply because the results of what you do are measurable. AT&T doesn't know for sure that its ad in *Business Week* is going to sell more long distance services. Coca-Cola doesn't know for sure that its ad in *Family Circle* is going to sell more Cokes. But you know exactly how many leads and enrollments were produced from the ad you ran two years ago in *Popular Science* -- or any other magazine. You can be sure AT&T or Coca-Cola and thousands of other companies would relish the opportunity and advantage of measurable results through testing which is at your fingertips.

But bear in mind that proper testing methods take time. As the chart on page 8 will show, one month after running a magazine ad, you will have received only 55% of the total leads that are likely to be generated from that ad. In the second month, 70%, etc. If you are

converting these leads by mail, there is a further delay factor -- 20% of total likely enrollments received after one month, 40% after two months, etc. Of course, monthly magazine ads represent the extreme insofar as this delay factor is concerned. Newspapers, television, radio, and telephone will generate a much faster response. But in any case, it takes time for accurate analysis of test results. With this in mind, you will better understand my cardinal rule #1 on testing, which is:

- **Rule Number One: Don't Test Trivia**

Right now, you could easily come up with a dozen or more things you would like to test conclusively to improve leads, enrollments, graduation rates, tuition realization and other items critical to your school's success. But in setting up tests, it's easy to fall into the "trivia trap," that is, testing meaningless, vague and insignificant things that contribute little or nothing to the bottom line. And ironically, the more you test and the longer you test, the greater the temptation to test things that are a serious waste of valuable testing time and money.

What, specifically, is "testing trivia"? I have my own ideas of trivia based on many years of learning from mistakes. Trivia includes, but is not limited to, testing things like pastel paper colors, borders around ads, "fancy" art work, logos, unconventional type styles, underlining words, indenting paragraphs, all caps vs. upper and lower case, four page follow-up letters vs. three page, etc., etc. I'm not saying this kind of trivia can't be tested to some degree. But I am saying that valuable weeks and months -- not to mention money -- will slip by and you will rarely learn enough to make any profitable decisions. This leads to my testing cardinal rule #2, which is:

- **Rule Number Two: Test the Big Things**

You already know what is important to your school and its future -- course appeal, perceived value, pricing and tuition terms, lead generation, closure rates, completion and graduation rates, competition -- all the factors that lead to profitability, perhaps even survival. With this knowledge, it is not difficult to prioritize starting with the biggest of the "big things."

Two Step Direct Response Marketing

Estimated Monthly Inquiry and Sales After Magazine Ad Has Appeared

Months Since Ad Appeared	Percent of Inquiries After Ad Has Appeared	Percent of Sales After Ad Has Appeared
1	55%	20%
2	70%	40%
3	80%	60%
4	85%	72%
5	90%	80%
6	93%	85%
7	95%	90%
8	96%	93%
9	97%	95%
10	98%	97%
11	99%	99%
12	100%	100%

Now, while you're thinking about it, make a list of the five or six things you consider absolutely the most important tests you can make over the next six months. If you already have a testing program, good or bad, make a list anyway. It may be the opportunity you need to get rid of some planned or existing "trivia tests," if you have drifted into that world.

For example, if enrollments are down it's time to find out why and do it fast. If leads are holding up, then the apparent problem is slippage in your closure rate. Hence catalog and follow-up materials need a hard look -- and some testing. If leads are down along with enrollments, start testing your way toward improved ads and/or new

advertising media. If enrollments dropped concurrent with a recent tuition increase, you may have encountered price resistance beyond what the market will tolerate. It may be necessary to start testing at a lower price/monthly terms level. Or enhance your course to give it more appeal in advertising and promotion.

In testing print advertising, here is my own list of "Big Things" to be tested with regularity. In order of priority, they are:

1. Headline copy
2. Subheads and body copy
3. Size of ad
4. Photos or line art
5. Reply format (coupon vs. none, insert cards, etc.)
6. Position (front or rear, top or bottom of page, etc.)

Next is testing regular mail follow-up materials. Special offers, such as lower down payment or other incentives, call for separate testing. Here is my prioritized list of what to test in mailings:

1. Catalog or brochure (nothing in the package is more important!)
2. Enrollment application (price, terms and overall design -- keep design and copy simple and straightforward)
3. Cover letter
4. Mailing envelope (teaser copy, size, window)
5. Number of follow-ups (discussed later)
6. Number of special mailings

I hesitate to mention the seasonal factor of school advertising, since this can vary from one school to another depending upon courses offered and, to some extent, the media you use. Also, there has been good, valid data previously published by schools on seasonal variances. One such chart is shown on page 10 and represents tens of thousands of leads received by a school over several years. My own impression is that this chart is quite accurate and is a "safe" guide for most schools in allocating their advertising expenditures. Here is

Direct Response Print Ad

Seasonality Indexes

Month	Index	Month	Index
1 February	100	7 December	73
2 January	96	8 April	72
3 March	83	9 August	70
4 October	80	10 May	66
5 September	76	11 July	62
6 November	75	12 June	60

Indexes show sales performance for each month for an ad that appears in that month in relation to the other months.

a case where the testing has been done for you at a considerable savings of dollars and time.

The development of superior ads and mailing pieces should represent the primary continuous testing for your school. The testing items I have listed and prioritized are, in my opinion, the major "big things" to be tested on a regular basis. There are other kinds of tests such as telemarketing scripts and offers, television and radio stations and scripts, course lesson packages, motivational letters and materials plus various incentive programs for students already enrolled. The relative importance of these kinds of tests depends entirely upon your own marketing instincts, strategies, priorities, and budget.

Split-Run Testing

Unquestionably, the very best and most precise way to test school ads is through split-runs made available by more than 75 different magazines plus several newspapers. Essentially, split-run means that every other copy of a publication coming off the press can carry the same ad. In other words, one half of the press run carries Control Ad A, the other half, Test Ad B.

For many years advertisers were limited to simple A-B spit-run testing whereby only one ad could be tested against a control ad. Now, with "telescopic" testing, several ads may be tested at once depending upon a publication's policy and availability. For example, and to use an extreme, *TV Guide* publishes nearly 100 regional editions every week. Although it might be a logistical nightmare, in theory a national advertiser could test as many ads as there are editions. It goes without saying that the circulation and geographic distribution of each edition would have to remain comparable for a statistically valid test.

Publications generally charge a fairly high premium for split-run testing. But it pays to shop around for the best split-run deals among those publications that have previously been productive for your school or appear to be performing well for other schools. Remember, in addition to the accuracy of split-run tests, the results can be analyzed much faster since you are dealing with a single week or single month testing base. Some specialty newspapers also offer split-run deals along with co-op mailers. In summary, don't overlook split-run testing. It is an excellent tool at your disposal.

Speaking of shopping around for the best deals, whoever buys advertising for your school should have a reputation as an astute, perhaps even "tough" buyer. In addition to frequency discounts, many magazines have special rates for mail order, schools, classified, "shoppers" section, etc. And there are sometimes special deals and "distressed" rates you only find out through continuous prodding and investigation.

Now, Proceed - With Caution

To quote Bob Stone, one of the leading experts in direct mail, "It is in the area of testing procedures that many a direct marketing program falls apart at the seams. Erroneous procedures lead to faulty conclusions."

Here are some areas where erroneous procedures can create real problems in your testing program:

1. **Establish Controls:** You must always test apples against apples. In other words, for every test you must always use an ad or mailing piece with known results. This becomes the Control side or the "A" side of your test. Sounds simple enough, yet many a test goes awry because unknowns are tested against unknowns. Or "slight" modifications are made on the Control side of the test which invalidates the test results. The fact is, any change whatsoever to the Control mailing piece or ad will invalidate the test.

2. **Test More Than One Medium:** If test results indicate a specific ad or mailing piece won't work in a specific magazine, mailing list, or other medium, don't give up and discard it right away. Retest again using another medium -- different magazine, list, etc. Avoid hasty conclusions.

3. **Segment Your Audience:** Questionnaires and interviews will help you establish and understand the student profile for each of your courses. Keep these profiles well in mind when choosing test media.

   To illustrate (and exaggerate), *Woman's Day* readers are probably not good prospects for a gun repair course any more than *Popular Mechanics* readers are interested in studying interior decorating.

4. **Use Proper Codes** (ad keys): Many a test has failed because of wrong or missing codes. Ideally, you want to strive for accurate tracking of 100% of your leads and enrollments.

You may never achieve that tracking goal. But keep trying. Regardless of what coding system you use, it should clearly identify when and where a lead or enrollment was generated. And keep the code system easy enough so that it can be understood by others in your school. It's much too important for success to be a secret in-house code. What school code hasn't been broken anyway?

5. **Don't Cheapen Your Proposition:** Some schools will spend freely in designing an attractive catalog or brochure. The school then fails to follow through on its promising design by printing it on the cheapest, lowest quality paper. Or a school might use photos clipped from magazines instead of originals. Or envelopes that don't fit. Or color that's out of registration. Or a myriad of other economizing measures which will ultimately prove self-defeating.

   This leads to my cardinal rule #3 which is:

- **Rule Number Three: Project Quality**

  The only way to be a quality school is to project quality in everything you do. Make this your creed.

6. **Give Yourself Time:** As mentioned earlier in this paper, proper testing takes time. Results are not instantaneous and this delay factor must be built into your planning. This also suggests you should have more than one test underway at any given time with a staggered schedule to avoid unnecessary logistical problems.

Mailings - How Many to Test?

When testing catalogs, brochures, letters, or any other part of a mailing, what is the proper quantity to test? You don't want to waste money by testing too large a sample. Yet the sample you test must be statistically valid.

Unfortunately, (or fortunately), there are no hard and fast rules for determining quantities. But in a practical sense, the smaller the

quantity tested, the greater the likelihood of error in test results. On the other hand, to run a test which is virtually 100% error free would require a sample size far beyond what is practical and affordable.

Orland Gaeddert, a specialist in circulation research at *Time Life* says:

> *"The proper sample size is determined by two factors: (1) The normal variation that is anticipated for any random sample, and (2) the degree of risk that the user is willing to accept."*

Translated this means that the smaller the normal variation you are willing to accept, the larger the size of your test mailing. For example, let's set 10% as your normal variation. This means that if the results of your test show less than a 10% variation between the control side and test side, the test results are inconclusive. For the sake of discussion, let's say you mailed 5,000 pieces.

Now, suppose you want to set your normal variation at a lower figure -- say 5%. In other words, you have cut your acceptable limit in half. If you consult direct mail probability tables, you will find that in order to cut your acceptable normal variation in half, you must increase the size of your mailing four fold -- or from 5,000 to 20,000.

At the end of this paper you will find a list of suggested readings on testing. There are several excellent sources of information regarding direct marketing testing and the use of probability tables in determining mailing quantities.

It is imperative that those responsible for testing become familiar with probability tables and interpretation based on you own estimated mailing response. It's not as esoteric or difficult as it sounds.

Two particularly good references are:

Successful Direct Marketing Methods by Bob Stone, Crain Books, ISBN 0-87251-016-6

Direct Marketing: Strategy, Planning, Execution by Edward L. Nash, McGraw-Hill, ISBN 0-07-046019-1

Unless you are a large school, a single test of 20,000 or even 5,000 may be out of your range to say nothing of your pocketbook. Or, if you are testing a mailing to leads, you may not have that many names on file. Worse yet, testing 20,000 could use up a substantial part of your testing budget in just one mailing.

If you are a small school, my recommendation is this: don't be intimidated by suggestions or unrealistically high test quantities. Set 10% as your acceptable normal variation. Then test whatever quantities you can on a regular, continuous basis. Over time, you will build a valuable data base which can serve as a reference point for fine tuning your advertising.

If you test mailing lists or co-ops, negotiate with brokers to test quantities that fit the size and scope of your school. Seek the advice of list rental and co-op experts. Solicit their cooperation on the basis that you expect to be a large school someday -- and that you will soon be a much more profitable client of theirs.

Ads - How Often to Test

My answer here is simple. Don't ever stop testing your schools ads. Always make the assumption that you can improve their effectiveness. True, there are some fine, classic stories about school ads that worked well for years without changing a word. John Capels' "They Laughed When I Sat Down at the Piano" was one of these classics.

But maybe, just maybe, that ad for the U.S. School of Music could have been improved. Others picked up on the same headline and made it work. One was Doubleday's advertising a language course with "They Grinned When The Waiter Spoke To Me In French." It worked too. But enough reminiscing.

Determine which of your ad(s) should be the Control Ad based on your present lead response. Work toward improving it at every testing opportunity. Subtle changes in your headline, one or two words, can make a significant difference. The headline (priority No. 1, page 9) is 50% to 75% of the ad's importance depending upon which direct marketing expert you talk to. At the very least, you should be testing headline copy continuously.

Setting Up a Test

Let's imagine you offer a new course to train computer technicians and you have done little or no formal testing. But you do know that a particular one-sixth page ad has worked fairly well in producing quality leads. At least this ad is the best you've tried. So it becomes your Control Ad. It's also Side A of your test. See below:

Be a Computer Technician
Learn at Home in Spare Time

kdjfjaj lajfljldjl aljldjljflja ljljljlf
jdidjd djdjdjd jdi didj dijdj dijdd
jdojdjdldj d;lddjdjldid d djidid d
djdjid d did jd ddjd do djdk djjmd

ABC School, Dept. PS10-1191
12 Duke Street, Troy, NY 18921

Control Ad "A"

Computer Technicians Needed
NOW
Train at Home With New
Hands-On Course

kdjfjaj lajfljldjl aljldjljflja ljljljlf
jdidjd djdjdjd jdi didj dijdj dijdd
jdojdjdldj d;lddjdjldid d djidid d
djdjid d did jd ddjd do djdk djjmd

ABC School, Dept. PS11-1191
12 Duke Street, Troy, NY 18921

Test Ad "B"

19

Test Ad "B" has been carefully reworded to test the headline and subhead. Your planned test is a split-run in *Popular Science* to compare results of existing ad "A" vs. new ad "B." Your keying system is simple. It easily identifies the name of the magazine (PS), the particular ad (#10 vs #11) and the month and year of your test (1191).

Your computer spreadsheet report would contain minimum columnar data, such as:

Ad Key	Ad Cost	Leads Current	Leads To Date	Cost Per Lead

And as leads are converted to enrollments, add:

Enr. Current	Enr. To Date	Cost Per Enr.

Several schools with sophisticated spreadsheets also calculate non-start and drop out rates per ad plus tuition revenue per student, gross tuition dollars collected, break even points and gross profit. This is the ultimate indicator of quality as well as quantity in evaluating leads and enrollments. Smaller schools can start with basic data and look forward to the time when they too will achieve this level of testing sophistication.

Spreadsheet columnar headings are essentially the same for other lead generation tests such as co-op mailings and lists as well as mailings to unsold leads. However, the "Ad Key" column is generally modified for more descriptive identification when using TV, radio, telemarketing, etc.

Summary

This paper is intended as a primer to emphasize one point. That is, if your school depends upon any form of advertising, or mailings for producing leads or enrollments, testing is the most important marketing tool you will ever use. The fact can be easily verified by the marketing people in any of the most successful schools.

Testing, analysis, refining, testing, analysis, refining . . . it is an infinite cycle. Learn to be skillful in its application, patient in its progress, entertained by its methodology and rewarded by its outcome.

Recommended Readings on Direct Marketing

Cases in Marketing Management by J. P. Guiltinan and G. W. Paul, McGraw-Hill, ISBN 048947-5

Direct Marketing: Strategy, Planning, Execution by Edward L. Nash, McGraw-Hill, ISBN 0-07-056019-1

Do-It-Yourself Marketing Research by George Breen and A. B. Blankenship, McGraw-Hill, ISBN 007450-X

Handbook of Marketing Research by Robert Ferber, McGraw-Hill, ISBN 020462-4

Marketing by P. D. Bennett, R. Lamm and R. A. Fry, McGraw-Hill, ISBN 004721-9

Marketing by J. Myers, McGraw-Hill, ISBN 044207-X

Marketing Research: An Applied Approach by T. C. Kinnear and J. R. Taylor, McGraw-Hill, ISBN 034757-3

Strategic Advertising Campaigns by Don E. Schultz, Crain Books, ISBN 0-8442-3055-3

Successful Direct Marketing Methods by Bob Stone, Crain Books, ISBN 0-87251-016-6

About the Author

John F. (Jack) Thompson is a veteran of more than 35 years in the home study field, He joined NRI, now McGraw-Hill Continuing Education Center, in 1956 as a student service correspondent. He became Director of Advertising in 1961, Vice President for Marketing in 1965 and Senior Vice President in 1968. In 1971, under McGraw-Hill, he was appointed Executive Vice President for Marketing and in 1973 became President and Chief Executive Officer of the Continuing Education Center and its NRI and CREI divisions. He chose early retirement from McGraw-Hill in 1984 to start his own business as a consultant in the school field.

Since his home study career began, Jack has served on virtually every NHSC standing committee plus nearly 30 accrediting visits as an examiner. In 1976 and 1977, he was elected President of NHSC. This was followed by six years as a member and Vice Chairman of the Accrediting Commission. He was the recipient of two NHSC Distinguished Service Awards. Jack also served as a Director of the Mail Advertising Association of Washington for many years and received its Direct Marketing Leader Award in 1977. He holds an MBA from Loyola College, Baltimore.

Jack continues to serve as a school consultant from his home in Edgewater, Maryland, near Annapolis. He welcomes any comments or suggestions you may have regarding this Occasional Paper.

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